



EQUITABLE ACCESS TO EXCELLENT EDUCATION

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Missouri Department
of Elementary and Secondary Education

Contact Information:

Paul.Katnik@dese.mo.gov

573-751-2931

573-751-2990



Missouri's Equity Plan

Introduction

- Overview of the plan
- Clear definitions
- Description of the plan's development

Stakeholder Engagement

- Groups that were included
- Plans for ongoing engagement
- Incorporation of input and feedback

Equity Gaps

- Key terminology definitions
- Description of data sources
- Identification of inequities

Strategies to Eliminate Gaps

- Theory of Action
- Identification of Root Causes
- Targeted strategies
- Resources (financial and human) to support

Ongoing Monitoring and Support

- Mechanisms to monitor and support
- Short and long term metrics
- Public reporting

Conclusion

- Summary of main points

Stakeholder Engagement

4

- **Professional Organizations**
- **Educational Equity Leadership Conference**
 - Educators
 - Students and parents
 - Higher education
 - Board members
- **Focus Groups**
 - 34% of the 477 identified buildings
 - 12,000 teachers (18%)
 - 130,000 students (14.4%)
- **Area Supervisors**



Stakeholder Engagement: Focus Groups

5

□ Pipeline Adequacy

- Quality in both content and pedagogy
- Pool in all certification areas
- Understanding of urban education

□ Attraction

- Hard-to-staff locations
- Hard-to-staff content and grade levels

□ Retention

- Salary differentials
- Support and development



Stakeholder Engagement: Educational Equity Leadership Conference

6

- **What inequity looks like**
- **Challenges**
- **Overcoming challenges**
- **Best practices/strategies**
- **The leadership contribution**
- **Pressing next steps**
- **Who needs to be involved**
- **Priorities in addressing inequity**
 - **Increase effective leadership**
 - **Review and revise policies and practices**
 - **Improve teacher pedagogy and instruction**
 - **Enhance community involvement**
 - **Keep talking**



Equity Gaps

7

□ **Comparison groups**

- 5% -- Highest Poverty schools
- 5% -- Highest Minority schools
- 315 -- Rural Remote classified schools
- 5% -- Lowest Poverty schools

□ **30 Measures**

- Discipline
- Teacher experience
- Salary
- Retention
- Overall preparation
- Less than fully qualified
- Teaching out-of-field
- Student proficiency

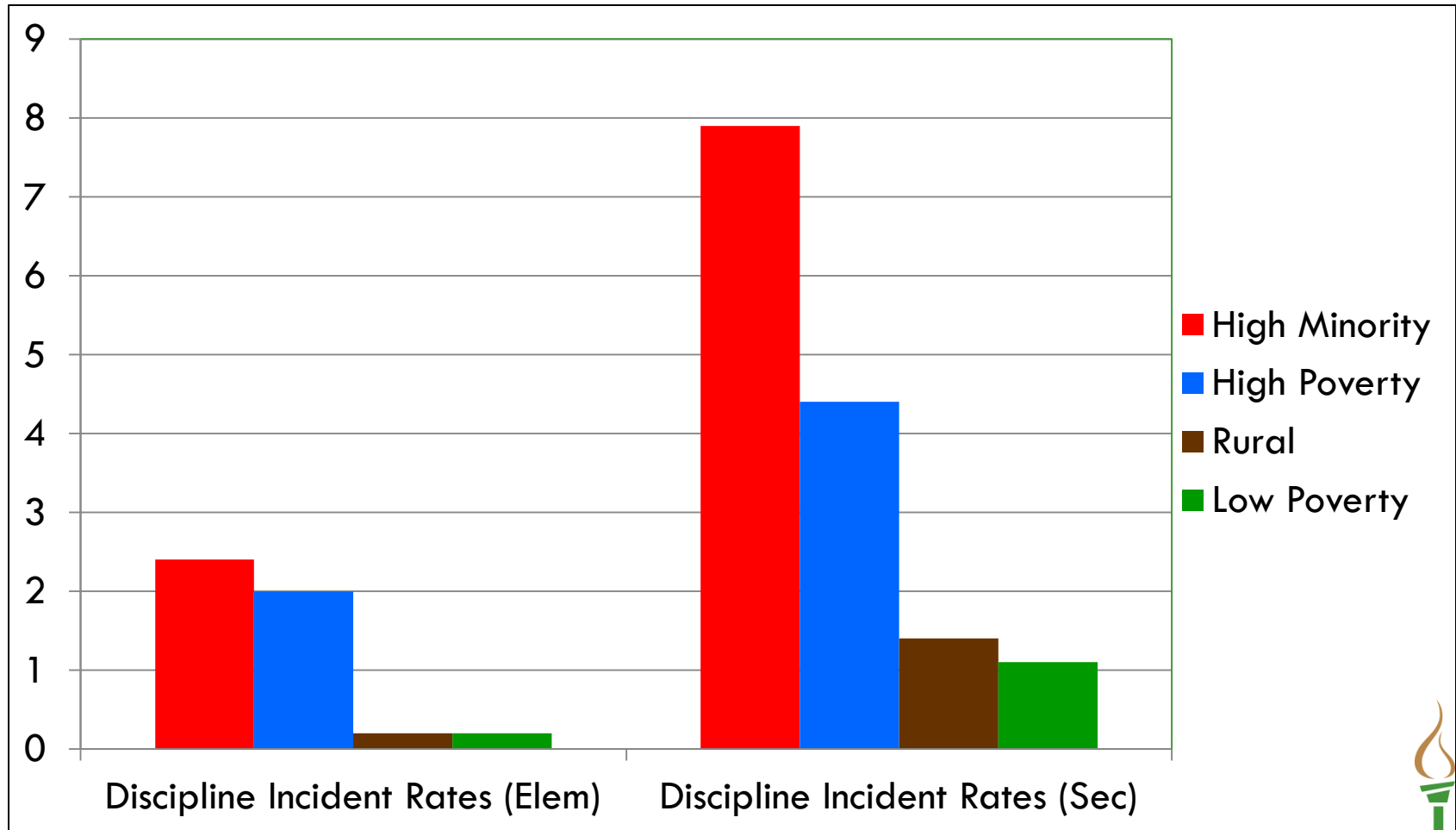


Measure	Highest 5percent Minority schools (110 schools) Non-white students and Hispanics of any race	Highest 5percent FRPL of schools (110 schools) Students eligible for Free and reduced lunch	Most Rural School Buildings (315 schools) NCES Urbanicity Classification *“Rural: Remote”	Lowest 5percent FRPL of schools (110 schools) Students eligible for Free and reduced lunch
FRPL rate	88.0% (average)	91.9%-100%	60.4% (average)	0%-16.4%
Avg. poverty rate of community	30.1%	30.7%	18.4%	7.1%
* % Minority (Students)	98.5%	86.4%	3.6%	16.6%
* % Minority (Teachers)	52.0%	41.9%	0.9%	4.5%
* Discipline Incident Rate	3.4%	2.2%	0.6%	0.4%
• Elementary	2.4%	2.0%	0.2%	0.2%
• Secondary	7.9%	4.4%	1.4%	1.1%
Avg. years of experience	10.7	9.97	12.1	13.72
* Adjusted average salary	\$52,282.42	\$49,951.79	\$48,225.08	\$60,115.89
• 1 st yr teachers w/ Bacc.	\$39,031.83	\$38,868.87	\$38,488.02	\$39,343.84
• 1 st yr teachers w/ Mast.	\$44,689.04	\$43,603.59	\$43,443.01	\$44,498.51
• Teachers w/ 5 years experience or less	\$41,949.93	\$42,138.66	\$42,343.00	\$46,920.98
• Teachers w/ 6-10 years experience	\$49,031.10	\$48,804.28	\$47,072.14	\$53,653.01
• Teachers w/ 11+ years experience	\$62,678.20	\$60,512.59	\$53,667.07	\$70,430.06
* Retention Rate 1 yr (2013-2014)	69.2%	68.9%	81.2%	85.5%
* Retention Rate 3 yr (2011-2014)	44.6%	44.8%	60.1%	68.5%
* Absent 10 days or more	32.9%	30.2%	17.5%	31.5%
% First Year Teachers	13.0%	15.4%	13.9%	6.8%
% Teachers with less than 3 yrs experience	24.4%	26.9%	15.0%	8.9%
1 st Yr Teachers assigned a mentor	82.5%	78.6%	97.5%	92.4%
% First Year Principals	18 schools (16.4%)	18 schools (16.4%)	43 schools (13.7%)	7 schools (6.4%)
Avg overall preparation 1 st yr teacher response 1-5 scale (percent)	3.94 (90.8%)	3.87 (90.1%)	4.24 (97.8%)	4.45 (99.2%)
Avg overall preparation Principal response 1-5 scale (percent)	3.56 (87%)	3.66 (87%)	3.94 (93.4%)	4.30 (97.6%)
* % Less than fully Qualified	15.1%	16.3%	13.0%	5.7%
• Elementary	12.4%	14.7%	8.7%	4.3%
• Secondary	27.9%	27.7%	19.8%	10.5%
* % Teaching Out-of-Field	5.6%	5.0%	6.6%	2.5%
• Elementary	4.2%	4.2%	4.1%	1.4%
• Secondary	12.2%	10.6%	10.3%	6.4%
* Effectiveness Index	78.5%	78.8%	81.2%	84.7%
Overall teacher impact				
Student Performance:				
ELA Proficiency	24.0%	24.2%	54.1%	68.8%
Student Performance:				
Math Proficiency	22.0%	26.5%	50.7%	66.0%

*57 schools appear in both the high minority and high FRPL list; 1 school in both rural and high FRPL list

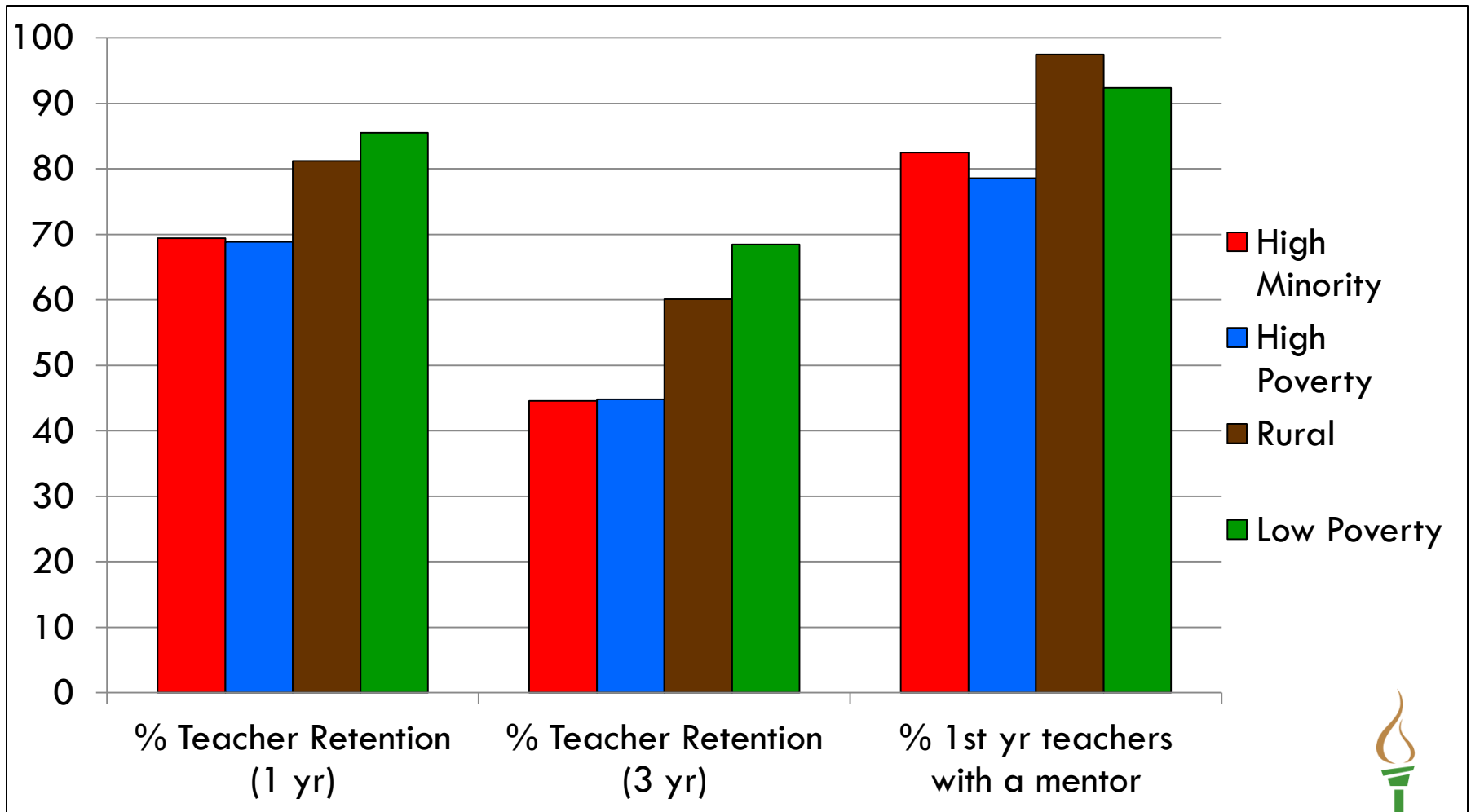
Equity Gaps

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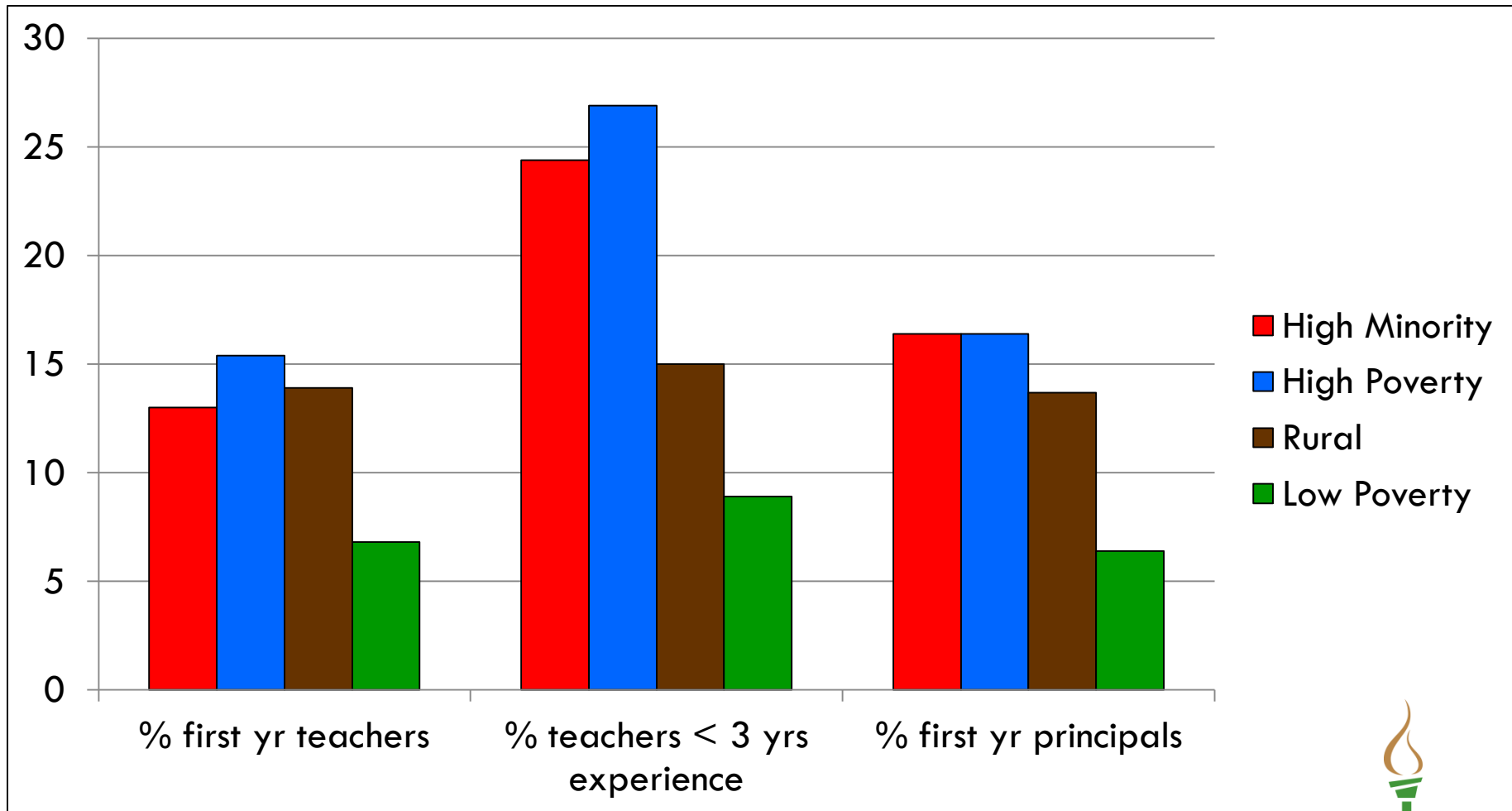
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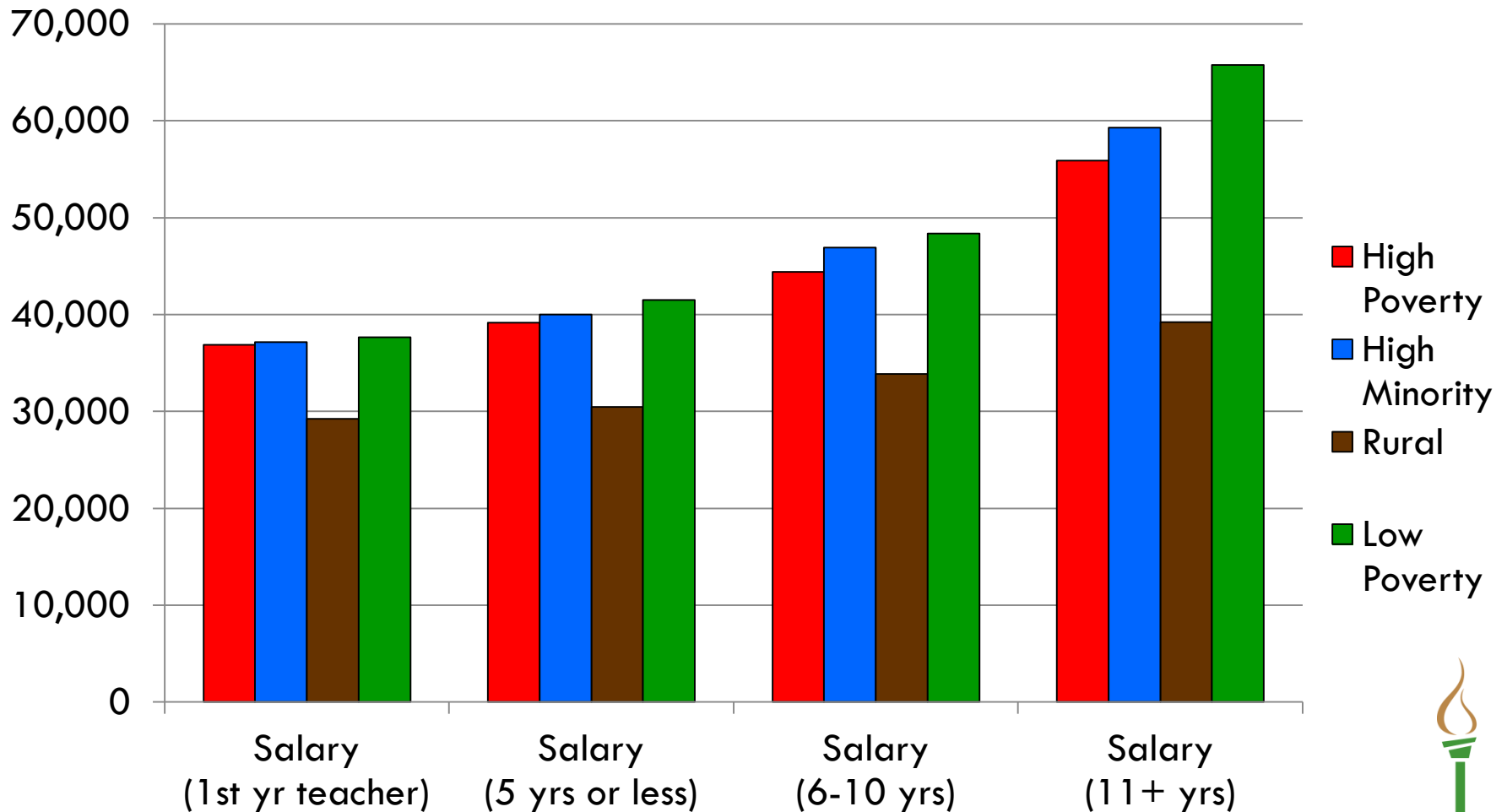
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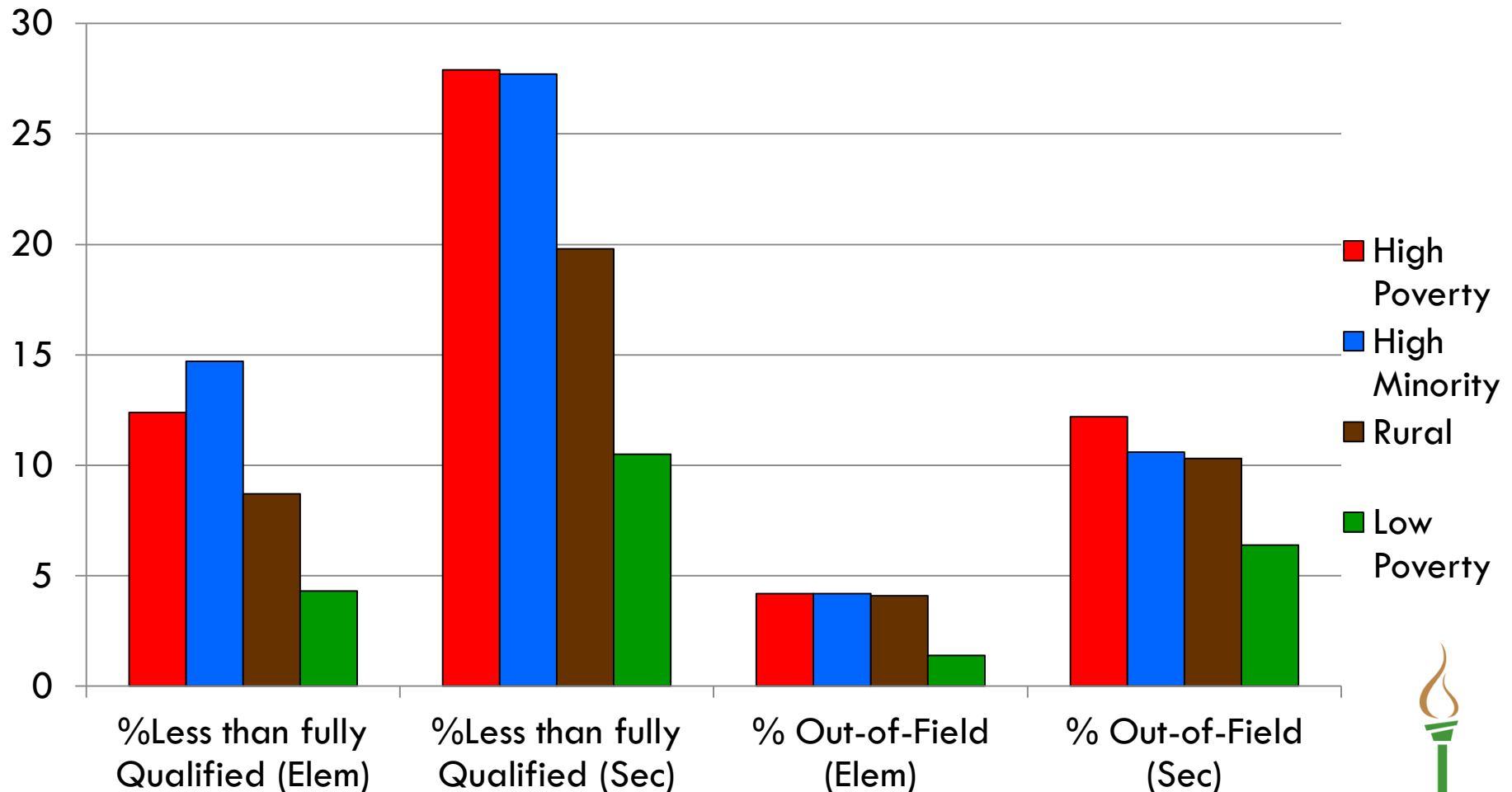
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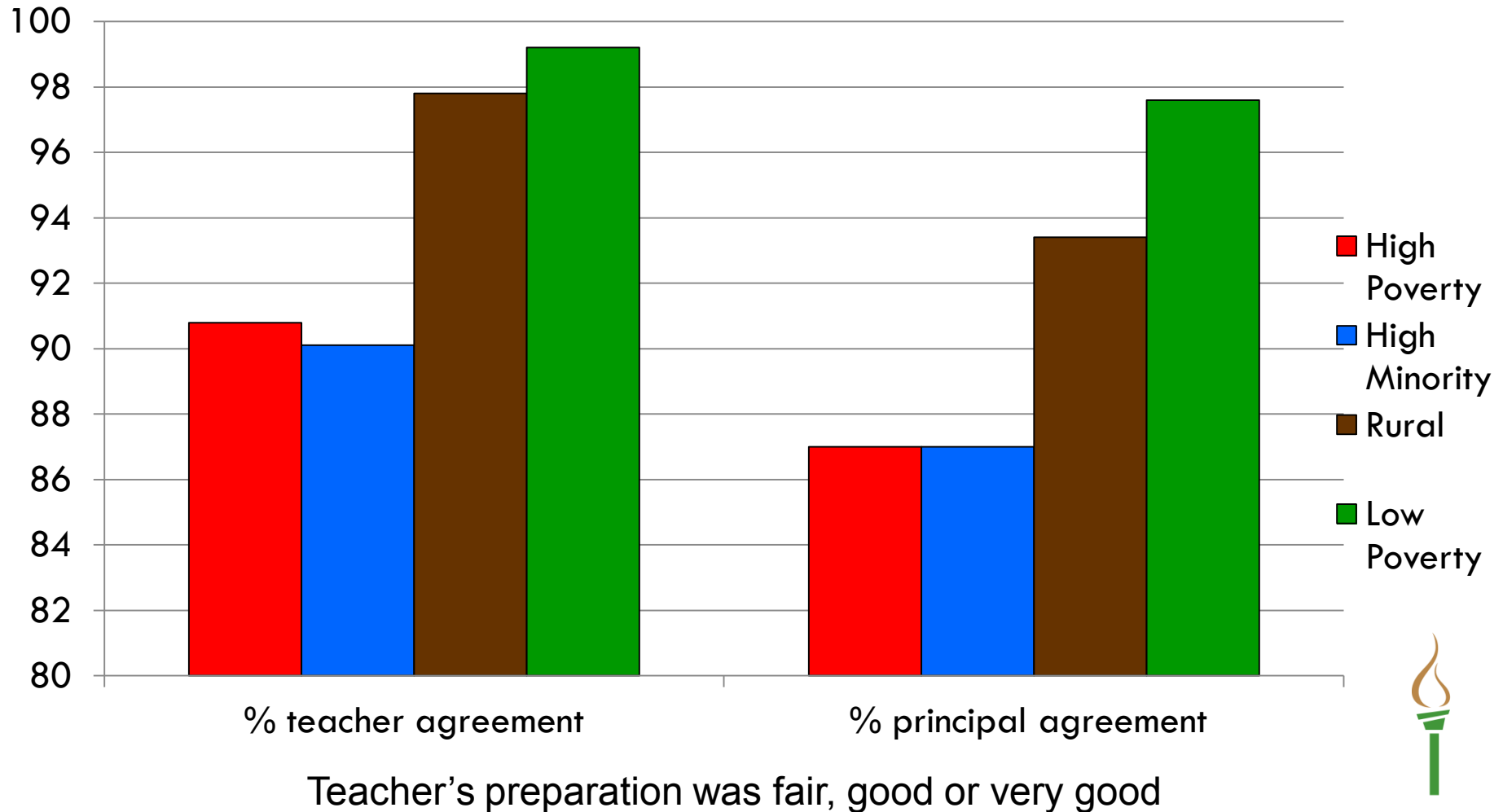
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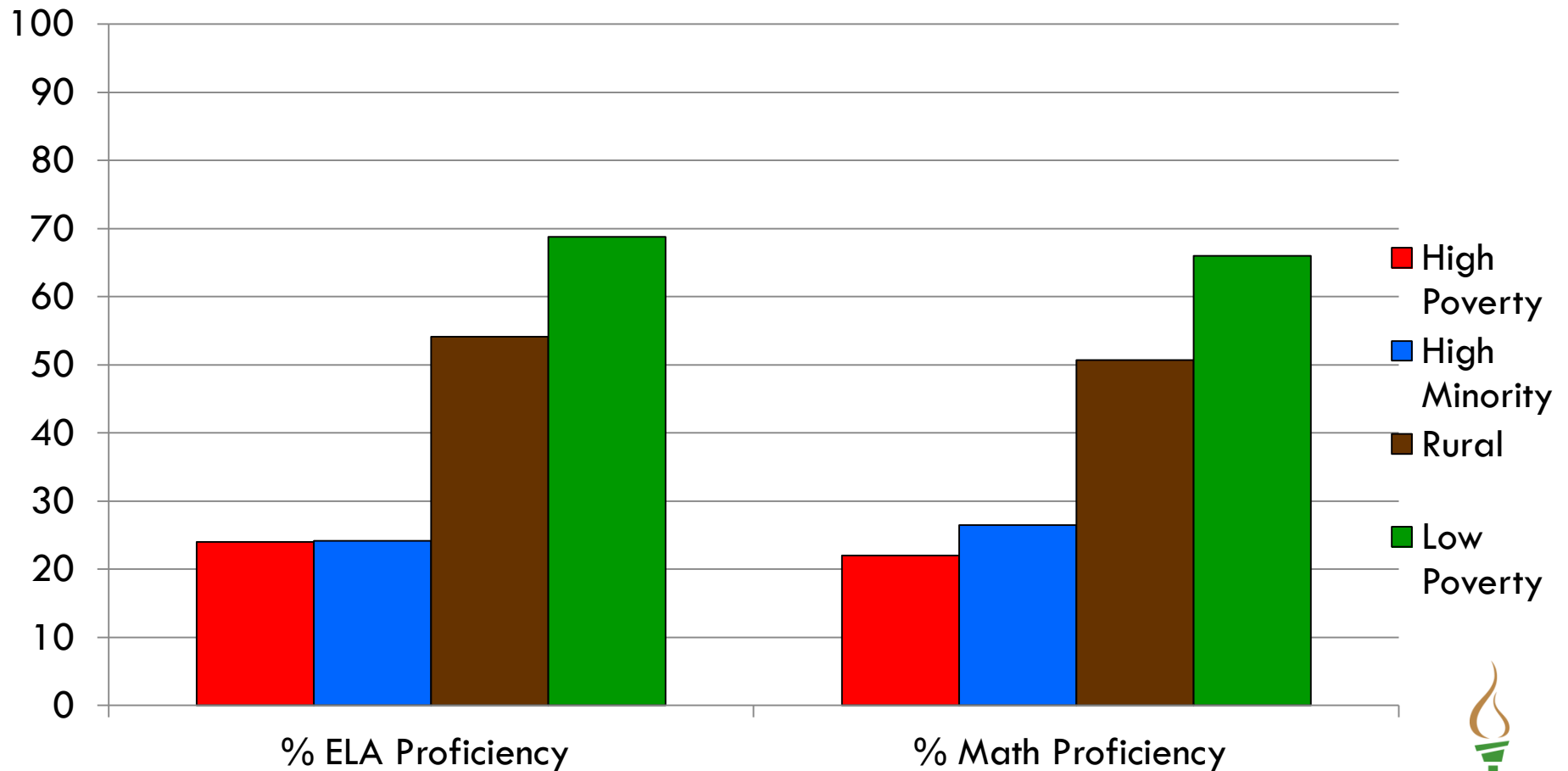
Equity Gaps

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Equity Gaps

15



Theory of Action

When

- a high quality, diverse pool of individuals **is recruited** into the teacher education programs in our state;

...and
when

- those individuals **are fully prepared and qualified** to be successful in any classroom as evidenced by rigorous high quality content and performance assessments;

...and
when

- the quantity of high quality teacher candidates is adequate to meet the needs of all schools **at all grade levels and in all areas of content**;

...and
when

- those individuals are **attracted to teach in all types of educational settings** and to work with all types of students, particularly those in the poorest and most rural schools in our state;

...and
when

- those teachers are **supported and developed** and provided opportunities to collaborate and guide the learning opportunities of their students under the leadership of **effective school administrators**;

Then

- **all students in every classroom in Missouri will have access to excellent teachers.**

Missouri Equity Plan

Areas of Concentration

**Recruit high
quality and
diverse
individuals**

**Ensure
relevant and
effective
preparation**

**Provide an
adequate
quantity of
candidates**

**Attract
candidates to
hard to staff
areas and
locations**

**Effective
principals
provide
support and
development**

**All Students have
Excellent Teachers !!!**

Strategies

**Recruit high
quality and
diverse
individuals**

Develop and implement recruitment strategies for high quality and diverse candidates
Enhance the use of the Missouri Educator Profile

**Ensure
relevant and
effective
preparation**

Require candidates to pass more rigorous content assessments
Ensure candidates pass a rigorous performance assessment
Create and distribute support materials specific to urban education and other diverse students including a variety of field experiences
Use the APR for continuous improvement of educator preparation programs

**Provide an
adequate
quantity of
candidates**

Use the Shortage Predictor Model to determine regional content/level shortage areas
Use recruitment strategies to address shortage areas



District-Level Strategies

19

- ✓ *Recruit the highest quality candidates possible*



Strategies

Attract candidates to hard to staff areas and locations

Study possible incentives to attract candidates to hard-to-staff locations and content/grade levels

Use incentives to address shortage areas



Teacher support and development

Promote comprehensive induction programs (including mentoring) for all first year teachers

Ensure LEAs use evaluation systems that support growth and improvement

Refine training for local board members: focus on improving student learning; policy review and revision, including student placement

Expand training opportunities for teachers

Promote teacher leadership opportunities

Engage community partners in support of educating urban/diverse students

Use teacher exit surveys to identify key reasons why teachers leave high minority, high poverty and rural schools

Expand recognition of excellent educators

Effective principals

Engage key stakeholders to develop a Leadership Development System

Ensure a process to evaluate the effectiveness of the system

Recruit leaders, especially those in high poverty, high minority and rural schools

District-Level Strategies

21

- ✓ *Recruit the highest quality candidates possible*
- ✓ *Establish a system to determine your best teachers; then use them for students who need them most*



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District-Level Strategies

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- ✓ *Recruit the highest quality candidates possible*
- ✓ *Establish a system to determine your best teachers; then use them for students who need them most*
- ✓ ***Districts should ensure there is a comprehensive system of induction, including mentoring, for all new teachers and leaders***



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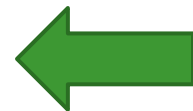
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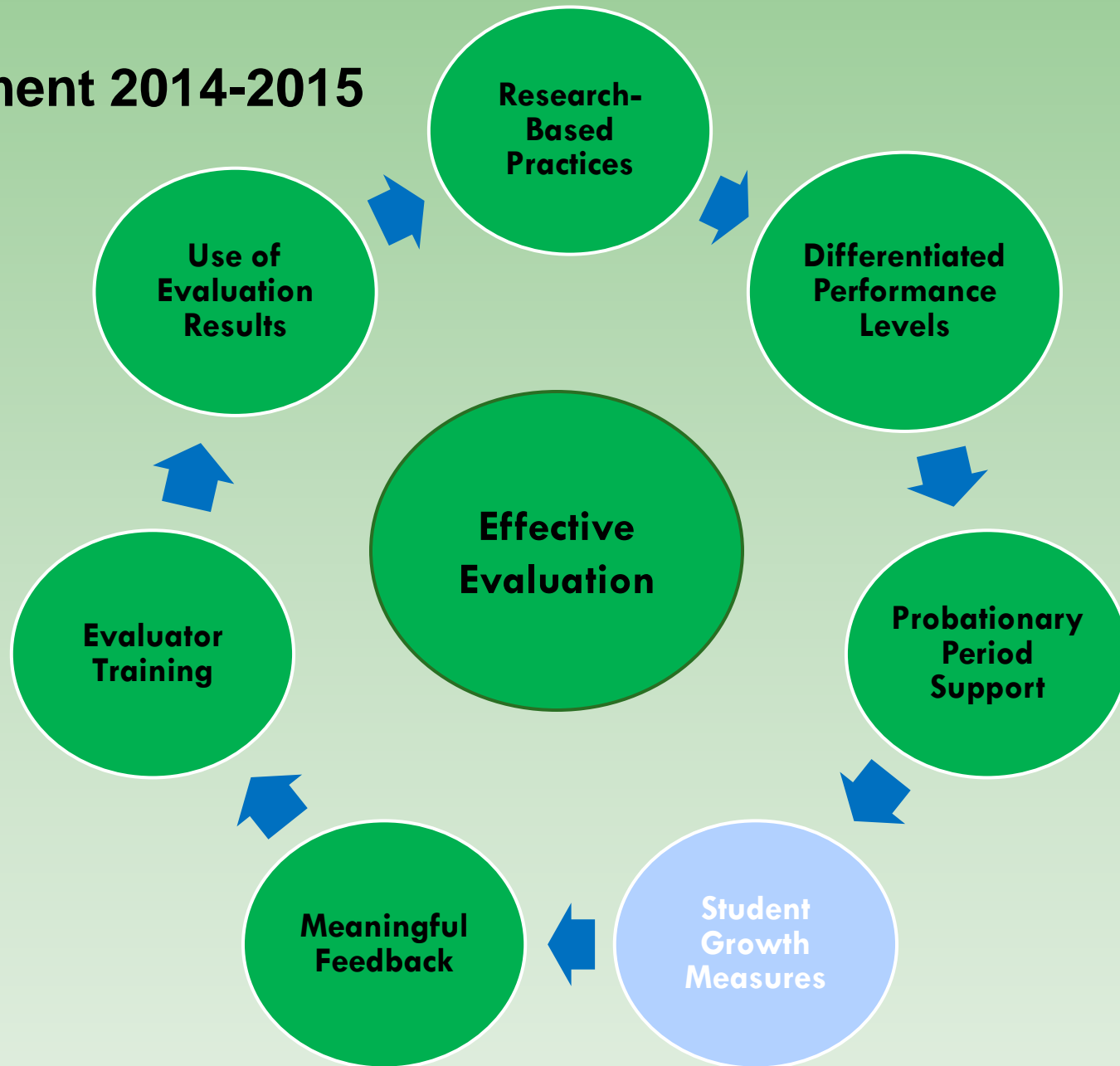
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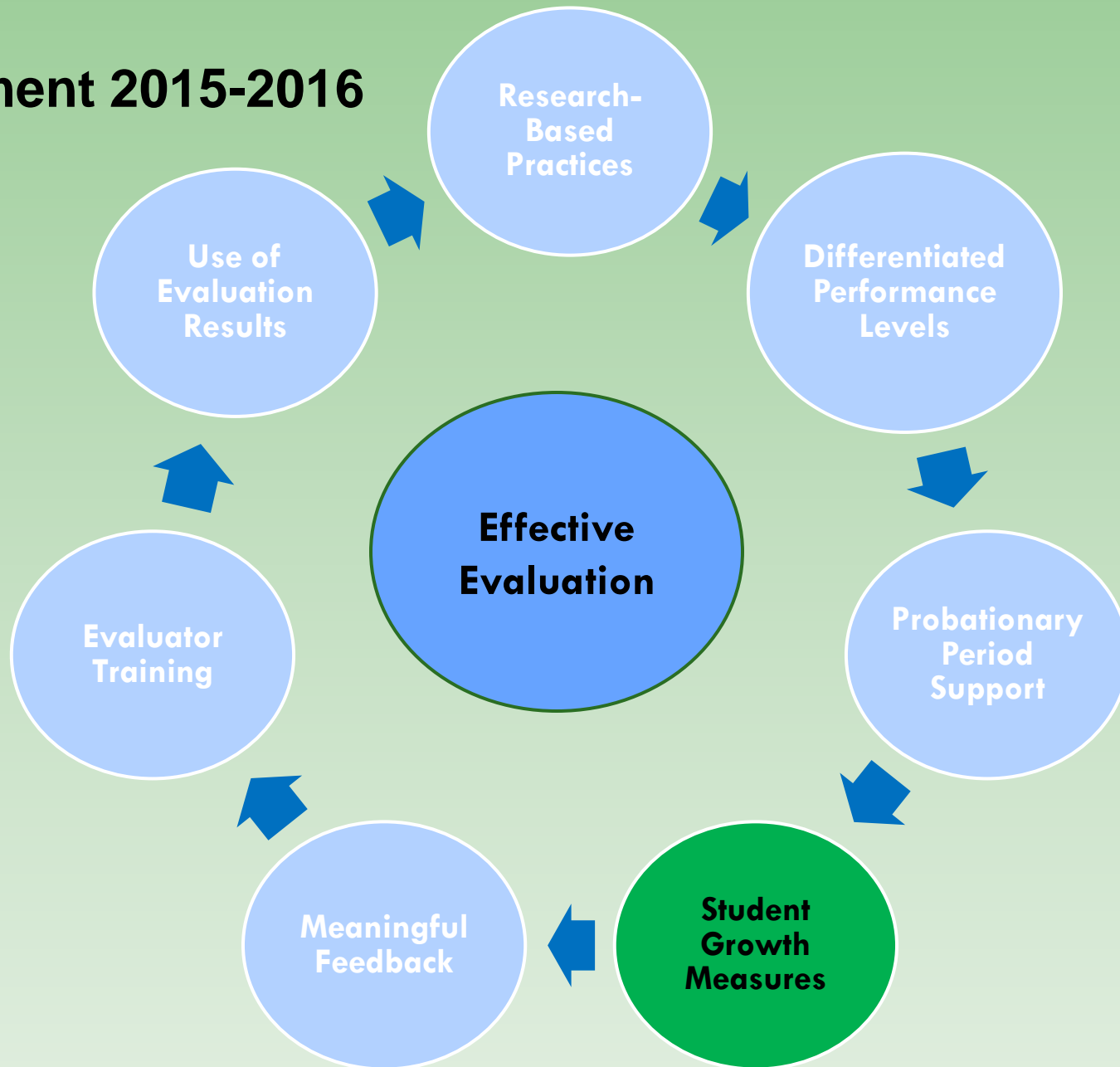
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- ✓ *Districts should ensure there is a comprehensive system of induction, including mentoring, for all new teachers and leaders*
- ✓ ***The local evaluation system should align to the Essential Principles of Effective Evaluation***



Implement 2014-2015



Implement 2015-2016




What's required

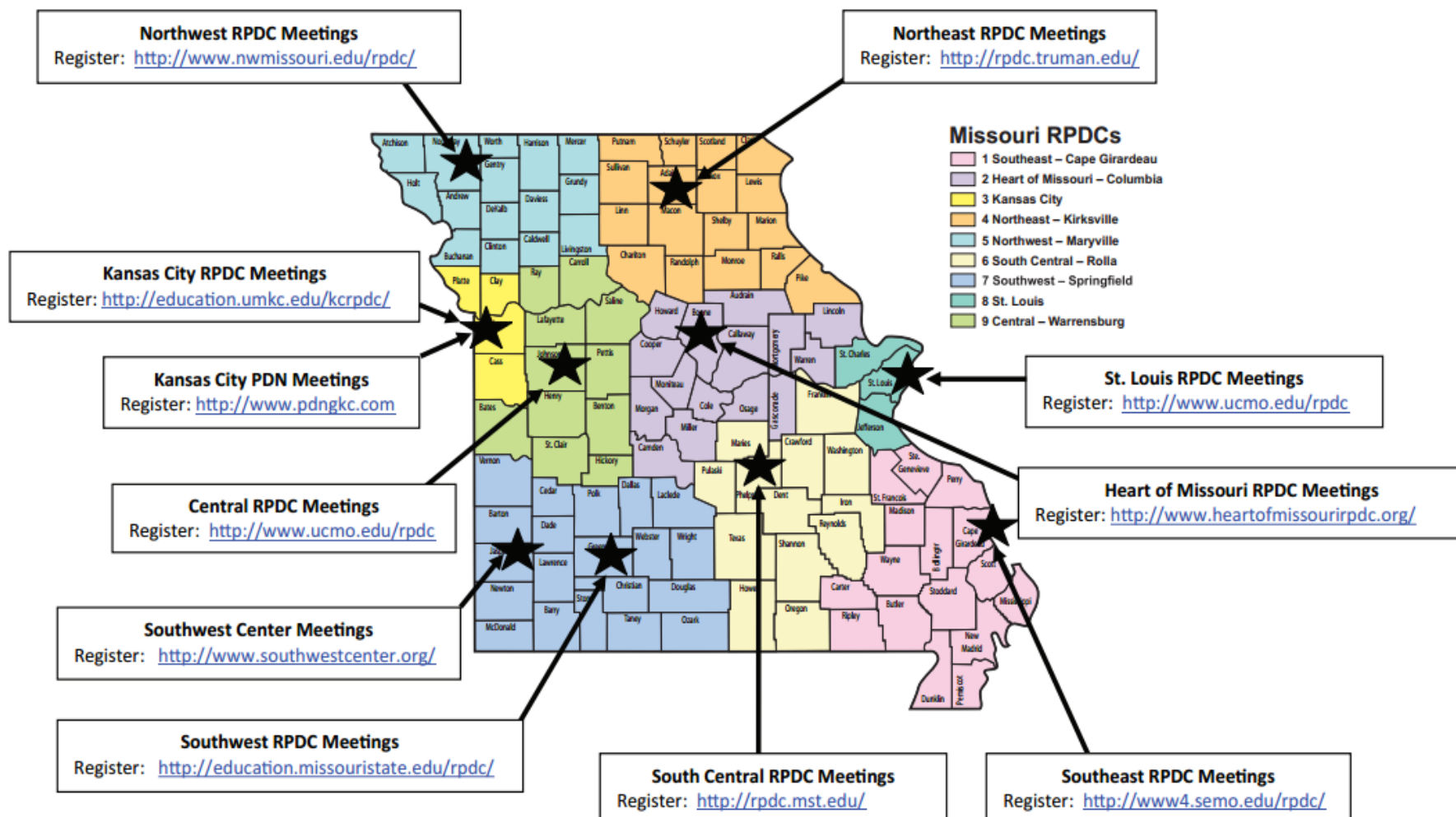
- *Student growth data be a significant contributing component of the evaluation process*
- *The use of multiple measures that includes both formative and summative assessments*
- *Includes multiple years of comparable student data*
- *Highlights growth in a student's academic learning across two points in time*
- *Includes the state assessment where available but also other district and school determined assessments*



Timeline

- 
- *2015-2016 Growth data on the students of all teachers is collected (1st year)*
 - *Spring 2016 share plan for the issuing ratings based on student growth*
 - *2016-2017 Growth data on the students of all teachers is collected (2nd year)*
 - *Spring 2017 Growth data rating is included on the summative*
 - *2017-2018 Employment is based on the previous year's evaluation data, including student growth measures*





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34

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- ✓ ***Support continued training for teachers including teacher leadership opportunities***



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- ✓ ***Where appropriate, use teacher exit surveys to determine why teachers leave your district***



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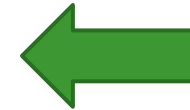
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- ✓ *Support continued training for teachers including teacher leadership opportunities*
- ✓ *Where appropriate, use teacher exit surveys to determine why teachers leave your district*
- ✓ *Establish a culture of recognition for great teachers*



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- ✓ *Establish a culture of recognition for great teachers*
- ✓ *Support continued training and development of school leaders*



Who is responsible for...

**Equitable Access to
Excellent Education**

WE ALL ARE



So...

What can you do?



District-Level Strategies

43

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Other Updates

44

- ✓ Enhanced Background Checks
- ✓ Training for Cooperating Teachers
- ✓ Teacher Academy
- ✓ AMP, MoLEAD & Leadership Academy



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